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on this subject; the January number of *Der Säemann* (Berlin) had references to more than thirty titles, all of which had appeared since 1901. Even America, in Dr. C. R. Henderson's *Education with Reference to Sex* (The University of Chicago Press), has, at last, an extensive and helpful discussion. Yet in the best set of works upon hygiene that has yet appeared ("Gulick Hygiene Series," Ginn and Co.) the subject is not referred to.

Dr. Foerster lays stress upon the training of the will and recognizes that reason or intelligence has a large part in accomplishing the end. There is a danger in the study of sex matters of confining attention too much to such thoughts, but this is avoided if weakness of will is skilfully struggled against. Character-building must always be emphasized. Work in the gymnasium or in the home is valuable because it affords mental control of physical activities. The emotional and motor centers are strong and must be recognized and brought under control.

The pedagogy of sex goes back to the ethics of sex. The author opposes the modern ethics of Ellen Key, for instance, and declares for the so-called old ethics, forbidding all sex relations outside of marriage. As the common people cannot be controlled by their own insight and resolution, there must be a supreme authority in the ethical field. This is religion, which is the greatest sex pedagogical power. A review in *Die Deutsche Schule* for March, 1909, compares Foerster's position with that of Dr. Siebert, who holds that strong discipline of the will is of greater significance than teaching but does not consider that the sanction of religion is necessary.

Dr. Foerster is a notable example of reactionary tendencies in a man well acquainted with modern movements. In religion he has passed from sympathy with the Ethical Culture Society to the borders of Rome. In philosophy he is strongly idealistic and feels the struggle of the lower with the higher nature as a dualistic issue. His writings are valuable not only for their positive content but also as suggestions of some of the logical implications of certain conservative tendencies.

*English Children in the Olden Time.* By ELIZABETH GODFREY. New York: E. P. Dutton & Co. 1907. Pp. xvii+336. \$3.00 net.

This is a book belonging to a class much needed. It is full of concrete material and yet shows a movement. For students in history at any age from the grammar school up it will be helpful and the student of the history of education and the teacher will find it very suggestive. There is a good index. Some of its items refer to school subjects, games, customs, etc. There are numbers of references to dancing, discipline, Latin (15), needlework, pets, rod (9), etc.

Among the more suggestive chapters for school workers are "Babies in Bygone Days," "The Church and the Children," "Toys and Games" "Nurture in Kings' Courts," "Children in Shakespeare's Plays," "Concerning Pedagogues," "The Golden Age" (century following the end of the Wars of the Roses), "Pleasant Pastimes," "Under a Cloud" (Puritanism), "Educational Theories," "The Genteel Academy and the Dame School," "The Superior Parent," "Transition" (early nineteenth century). The book will naturally be compared with those written by Alice Morse Earle. It is fully as interesting in style and rather more definite as to organization showing development. Its greatest use will be in

thus giving us English history from the standpoint of the child and in bringing into consciousness much material relating to home and school life by no means as yet found on record as much as it deserves.

The writer not only shows a wide acquaintance with the standard works on social life, but also refers to a large number of little-known but suggestive works, especially on school life, of the eighteenth and nineteenth centuries. There are thirty-two illustrations well selected to show what has been preserved for us of this child life by painters.

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*History of Common-School Education.* By LEWIS F. ANDERSON. New York: Henry Holt & Co., 1909. Pp. 308. \$1.25.

English works which treat in a scholarly manner of the development of educational thought and procedure are comparatively rare. Hence Anderson's *History of Common-School Education* is not hampered by entering into competition with a large number of other texts for favor in the educational world. Beyond the English version of Compayré, the illuminating but brief discussion of Davidson, and the scholarly work of Monroe, it has few able competitors. Yet it is highly questionable whether Anderson's book is a satisfactory substitute for any of these as the accepted textbook in either normal school or college. The author states in the Preface that his work "aims to give as clearly, concisely, and concretely as possible, such information regarding the history and development of the common or non-professional school as will most aid teachers and others to an intelligent understanding of the common school of today, its nature and functions, its relation to other institutions, educational and otherwise." How, then, has the writer sought to achieve his purpose?

A survey of the book discloses the rather striking fact that 102 pages, a little more than one-third of the work, are devoted to the relatively sterile period of the Middle Ages, while to the Greek era, pregnant with thought and suggestion, are accorded only 35 pages. Rome receives as much attention as Greece, while the Renaissance and the Reformation together with the history of the development of the continental classical schools of the seventeenth century are crowded into nineteen pages! Quite as striking is the fact that the age of the enlightenment, that marvelous period of intellectual and emotional re-awakening which has molded our modern modes of thinking in a hundred ways, is grudgingly conceded little more than two pages, with no hint of the mighty revolution in thought effected by Voltaire and the encyclopedists! The explanation of this rather unusual distribution of emphasis lies, apparently, in the fact that the author is more genuinely interested in details of schoolroom method and subject-matter than in the growth and progress of those human attitudes and ideas, grounded in changing economic and social conditions, that underlie the development of any institution such as the common school.

By far the best section of the book both in organization and subject-matter is that dealing with the Middle Ages. It would seem that the author has concentrated most of his scholarship upon this period. Unfortunately, however, there is a suggestion of dry pedantry in the detailed descriptions of certain